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THE RESEARCH AND DEVELOPMENT CENTER IN TEACHER EDUCATION--A PARTNERSHIP OF SCHOOL SYSTEMS, STATE EDUCATION AGENCIES, AND COLLEGES.

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THE WORK OF THE TEACHER EDUCATION RESEARCH AND DEVELOPMENT CENTER, A LONG-TERM PROGRAM OF RESEARCH, DEMONSTRATION, AND DISSEMINATION, WAS DESCRIBED. THE ADMINISTRATIVE ORGANIZATION WAS ALSO DISCUSSED ALONG WITH THE SETS OF FACTORS IN TEACHING BEHAVIOR AND CHILD LEARNING WHICH THE CENTER IS UNDERTAKING TO STUDY. THE CENTER IS ALSO CONDUCTING STUDIES DEALING WITH THE TWO EDUCATIONAL STRATEGIES OF THE SELF-CONTAINED CLASSROOM AND THE TEAM-TEACHING FORMAT. EDUCATIONAL PROGRAMS FOR THE IMPROVEMENT OF SPANISH-SPEAKING CHILDREN, RESEARCH ON STUDENT TEACHER TEACHING TECHNIQUES, ADMINISTRATIVE PHILOSOPHY AND PRACTICES, AND CULTURAL PATTERNS ARE ONLY A PORTION OF THE OPERATIONS BEING CONDUCTED BY THE SUBDIVISIONS OF THE CENTER. (GD)

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THE RESEARCH AND DEVELOPMENT CENTER IN TEACHER EDUCATION: A PARTNERSHIP OF SCHOOL SYSTEMS, STATE EDUCATION AGENCIES, AND COLLEGES

The center is conducting a long-term program of research, demonstration and dissemination focused on teacher education. The objectives are: (1) Develop improved programs of pre-service and in-service teacher education; (2) Evaluate the effect of these programs on teachers and children; (3) Develop first one, then several demonstration centers where educators can come to see new programs for college preparation of teachers, and new programs for high school and elementary teaching; (4) As part of the program, develop improved methods for educating Spanish-speaking children, and children of underprivileged backgrounds of all ethnic and racial origins; (5) Create a permanent new network for cooperative research, development and dissemination of improvements in a two-way flow, college to college, school to college, and school to school; this will especially coordinate pre-service teacher education with the circumstances and needs of the schools.

The organizational plan is a center-and-network design. Several colleges and divisions of The University of Texas are working with the Austin Public Schools to establish a demonstration system of several elementary schools--to draw from Latin-American, Negro, lower-class Anglo and middle-class Anglo children; two Junior High Schools, and two Senior High Schools, served by the four elementary schools. At the same time, a regional network is being activated, including several colleges in Texas and in adjacent states; the Texas Education Agency (and, ultimately, other state agencies, if may be); and school systems in the region (twelve, so far, in Texas) which have volunteered to participate. Initially, the network will provide consultation to the Austin demonstration system, while maintaining related experimental programs already under way at the various points in the network. Thereafter, the network will expand and accelerate its dissemination functions, drawing especially on the skills and programs of the Texas Education Agency, and on a Regional Education Laboratory, if one is established.

Figure 1 sketches the administrative organization of the Center, and indicates its various components.

A much more important way of viewing the work of the Center is sketched in Figure 2. This indicates the sets of factors in teaching behavior and child learning which the Center is undertaking to study.

Two very different, alternative strategies for the organization of schools are emerging on the American scene: The self-contained classroom, which has been the traditional form, and the team-teaching format. Since these call for quite different sets of specific teaching skills and knowledge, the R & D Center is conducting programs of teacher education for both of these strategies. A team-teaching experiment is already underway in one of the schools in Austin. A second school in Austin will be added next year, along with a new school in Cypress-Fairbanks School District, near Houston. This program, cosponsored by Science Education Center of The University of Texas, is headed by Edward Eaton of the College of Education, and Jack McIntosh of the Texas Education Agency.

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Experimental programs of teacher education, of the self-contained class form, have been carried out since 1958 under the sponsorship of the University of Texas Personality Research Center. With the leadership of Frances Fuller, a team of people from several Colleges of the University, from the Austin School District, and from the Texas Education Agency are conducting such a program in several schools.

Both of these kinds of programs will be illustrated in this first Invitational Conference, Research Designs in Teacher Education, January 20 to 21, 1966. To illustrate the macroscopic conceptual scheme guiding the work of the R & D Center, an illustration might be given of the intensive, multi-disciplinary study which will be pursued at each of the initial experimental schools. As the following points are read, it will immediately be obvious that each requires a complex set of concepts at the "microscopic level," so to speak, in order to define and measure relevant kinds of factors. A great deal of groundwork has been done at this level, both here and elsewhere in the country.

What follows here is an extremely concise sketch. To give only one example, from the several kinds of schools to be worked in, one elementary school, of the self-contained classroom model, will engage in the following operations in the coming years:

1. Revised reading materials will be developed for the primary grades and revised Social Studies curricular materials will also be developed, for the purpose of facilitating the learning of academic skills, and of self-confidence and self-respect, by Spanish-speaking children. (This will involve at least the divisions of Experimental Teaching, Radio/TV, and the Materials Center.)

2. Volunteer undergraduates will be specially selected and trained to work with these children. (Experimental Teaching)

3. The individual aptitudes, attitudes and personality characteristics of these student teachers will be assessed. (Assessment and Counseling)

4. The student teacher's knowledge of subject matter will also be assessed. (Assessment and Counseling)

5. The individual teaching styles of the school personnel will be analyzed. (Assessment and Counseling)

6. Student teachers will be individually matched with appropriate cooperating teachers in order to maximize their development of teaching skills. (Assessment and Counseling)

7. The administrative philosophy and practices of the school, and the relevant aspects of the school system, will be analyzed for their bearing on teacher behavior and child behavior. (In-service, Dissemination)

8. The cultural patterns of the children's homes and neighborhoods will be assessed, in order to determine the values and preferred action patterns which affect the children's response to schooling. (Socio-Cultural)

9. Each individual child's abilities, attitudes, personality, characteristics and educational motivation will be assessed. (Child Studies)

10. The interaction of the several sets of factors on the children's learning will be assessed. (Child Studies, Assessment and Counseling, Research Methodology)

11. All useful findings will be fed back to the school staff, and to the teacher-educators. (All divisions concerned in the above operations)

12. Programs will be developed and carried out for the dissemination of findings and new procedures to other school personnel in the total system; and, ultimately, to other school systems. (In-service, Dissemination, Radio/TV, Materials Center)

13. The dissemination process itself will be studied: How it works (and also where it does not work); Why it operates as it does; How more effective dissemination programs can be designed. (In-Service, Dissemination, Radio/TV, Materials Center, Research Methodology)

14. Various evaluative procedures developed here may be adapted to the appraisal of experimental programs in other communities, such as "Title I" and "Title III" projects supported under the Elementary and Secondary Education Act of 1965. (All divisions, with the special leadership of the Texas Education Agency-- and perhaps ultimately, some other state agencies.)

15. All experimental operations will be informed by, and communicated to, as many other centers of educational experimentation, both Regional and National, as funds, interest and ingenuity permit. (All divisions)

The operations just listed concern only those to be carried out in a maximally-coordinated fashion in one or another experimental school. Quite apart from these functions, each division of the R & D Center also conducts other operations. To list only a few of these, the following may be cited:

1. The Experimental Teaching Division has a program of bi-lingual education in San Antonio, led by Thomas Horn.

2. The In-Service Division is conducting a large-scale program of teacher training in Elementary Science Education. This project was initiated by the Science Education Center of The University of Texas, and is under the direction of David Butts.

3. The Research Methodology Division is currently at work exploring the feasibility of standardizing and centralizing the massive paperwork involved in grade reports, test scoring, pupil records, teacher records, class scheduling, and similar aspects of school data collection and data processing. The primary goals of this project are to reduce the load of repetitive paperwork imposed

upon teachers and school staff, and to make available with almost immediate access, compiled statistical or individual information from a central file.

4. Other members of the Research Methodology Division are at work on basic improvements in computerized analytical techniques, and in test scoring. Certain basic research projects with more remote payoff include an experiment in the use of the computer as an "interviewer." The focus of the present pilot study is on the motivation of undergraduates who are taking teacher preparation courses. Needless to say, eventual findings from such a system could be of great value in the selection and placement of teacher personnel. This project is co-sponsored by the University of Texas Personality Research Center, under its Computer Analysis of Personality project.

5. The Dissemination and Radio/TV divisions are currently collaborating in a program intended to maximize utilization of educational television in a specially equipped school in the South Park District of Beaumont, Texas.

6. The four divisions of the Applications Research Branch have a study underway of the use of Educational Television in Austin and in other cities in Texas. Since this group calls on all of the facilities of the TEMP network, the Channel 9 educational television system, and the total facilities of the U.T. Radio/TV program, there is almost certain to be increased effectiveness in the design of educational television programs and in the design of programs for assisting teachers and administrators to make increasingly effective use of this medium.

7. The Applications Research Branch also is developing a long-range plan for the study of strategies for effecting changes in instructional practices.

8. The Child Studies division is collaborating in a cross-cultural study of motivational factors in school achievement. This project is co-sponsored and is funded by the University of Texas Personality Research Center.

9. The Materials Center is developing audio-visual materials and appropriate training programs, to promote more effective use of such materials by teachers throughout the state with special reference to the Texas Education Agency program in this area.

10. The Assessment and Counseling and Research Methodology divisions are conducting several studies of motivational factors in the achievement of college students, including students in the College of Arts and Sciences, the College of Engineering, and the College of Education, with the co-sponsorship of the Personality Research Center.

11. The Socio-Cultural and Child Studies divisions are now planning a program of research which is designed to discover the aspirations of children from Latin-American families, and directions of interest in such families which hinder or facilitate full realization of the children's scholastic potential.

12. Representatives of six divisions of the R & D Center have begun work on the development of pilot programs and evaluation procedures, in order to help the Austin Public Schools carry out their new programs under Title I of the Elementary and Secondary Education Act of 1965. This team is led by Charles Nix of the Texas Education Agency, since its larger aim is to provide pilot studies which may be useful in developing statewide programs for evaluating innovative projects in many communities.

This list of activities does not exhaust the complete range of projects and programs, some of which have been underway for many years, some of which are brand new. No single conceptual model would be appropriate or useful to cover such a wide range of problems and special applications. On the contrary, the first year of operation of the Center is being used predominantly for the development of highly specific conceptual models which are appropriate to each particular kind of school population, to each major strategy of school organization, and to the consequent choices to be made in selecting strategies of teacher education. In the next six months, a task force comprised of representatives from all divisions of the R & D Center will be working to evolve a coordinated set of such models, to insure both conceptual coherence in the total program, and practical coordination of action and research operations in the selected schools.

Robert F. Peck

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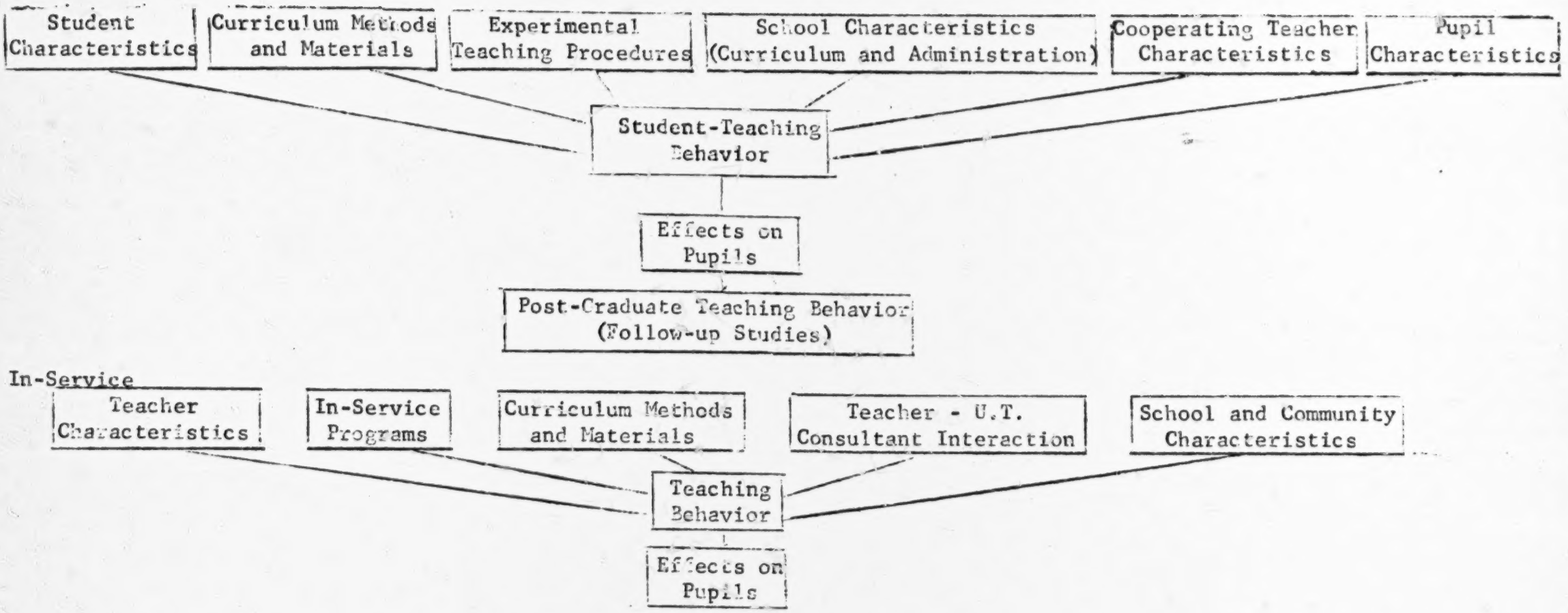
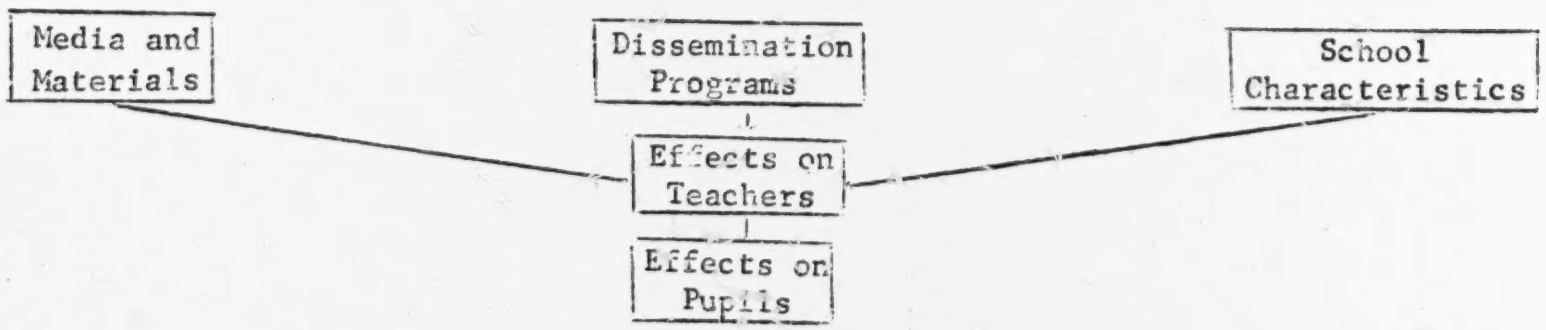
FACTORS TO BE STUDIED



In-Service

Dissemination



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